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A Career Line Training Program of Semiprofessionals in Education. Application for Continuation Grant and Progress Report.

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Two phases (the experimental phase and the redirection and polishing phase) of a three-phase program for the inservice training of paraprofessional school personnel have been completed. Based on a career line approach, the program was designed to feature a relaxed selection criteria and personal counseling visits for trainees, college accredited training designed to familiarize trainees with the American educational system and specific subject areas related to their jobs, patterns for relating training to job definitions, evaluation techniques for measuring the affective and cognitive impact of the program on trainees, a sequential course development plan designed for career levels, an individual-situational approach to defining roles for training, a relevant training program as identified by the needs of trainees, workshops for increasing the mutuality of role perception between teachers and trainees, a helping relationship between teachers and paraprofessionals, programs to decrease rejection of paraprofessionals, and differentiated task assignments and a team training approach to help career mobility. Projections for the third phase of the project are based on the first two phases and call for an increased number of consultant services to help maintain the project and meet the objectives which had not been met in the first two phases. (SP)

ED033056

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OFFICE OF EDUCATION

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APPLICATION FOR A CONTINUATION GRANT

FOR PROJECT 67-04072-0
A CAREER LINE TRAINING PROGRAM OF SEMIPROFESSIONALS IN EDUCATION

Under Title III of the
Elementary Secondary Education Act
of 1965

April 1, 1969

Applicant Agency:
West Genesee Central School
Camillus Central School District #1

SP003046

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DIRECTOR'S STATEMENT

This application and report has been prepared by the staff members of the Semiprofessional Training Project in accordance with the specifications stated in A Manual for Project Applicants and Grantees. The statistical sections were prepared by Joseph L. Vianese, Program Coordinator. Mrs. Beverly G. Muto, staff writer and editor, was chiefly responsible for Part II and III, with data contributed by Lawrence O. Reiner, Field Coordinator, Paul J. Krouner, Field Representative, and Mrs. Lila Walker, Library Consultant. Miss Maria Figueiredo and Mrs. Patricia Charbonneau, secretaries, compiled data, prepared the tables, and typed and mimeographed the final copies.

The cooperation of the participating school district administrators, the trainees, and their sponsor teachers has contributed to the high morale of the Project staff, and the atmosphere of open communication and mutual respect has heightened the sense of staff teamwork. Such beneficial working relationships have been of primary importance to the success of the Project.

Nick F. Muto
Nick F. Muto
Project Director

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INTRODUCTION

The Semiprofessional Training Project, a three-year program in teacher aide training, was set up as a three-phase process. Phase I was experimental and took place during the first year. This phase of experimentation, trial and error, and development was reviewed in detail in the report of April 1, 1968. Phase II, this year, has been devoted to polishing, change, and redirection; and it is with this phase that this report is basically concerned. The third phase is projected as the maintenance phase for supervision of programs designed by the Project and for insuring adequate implementation by the school districts.

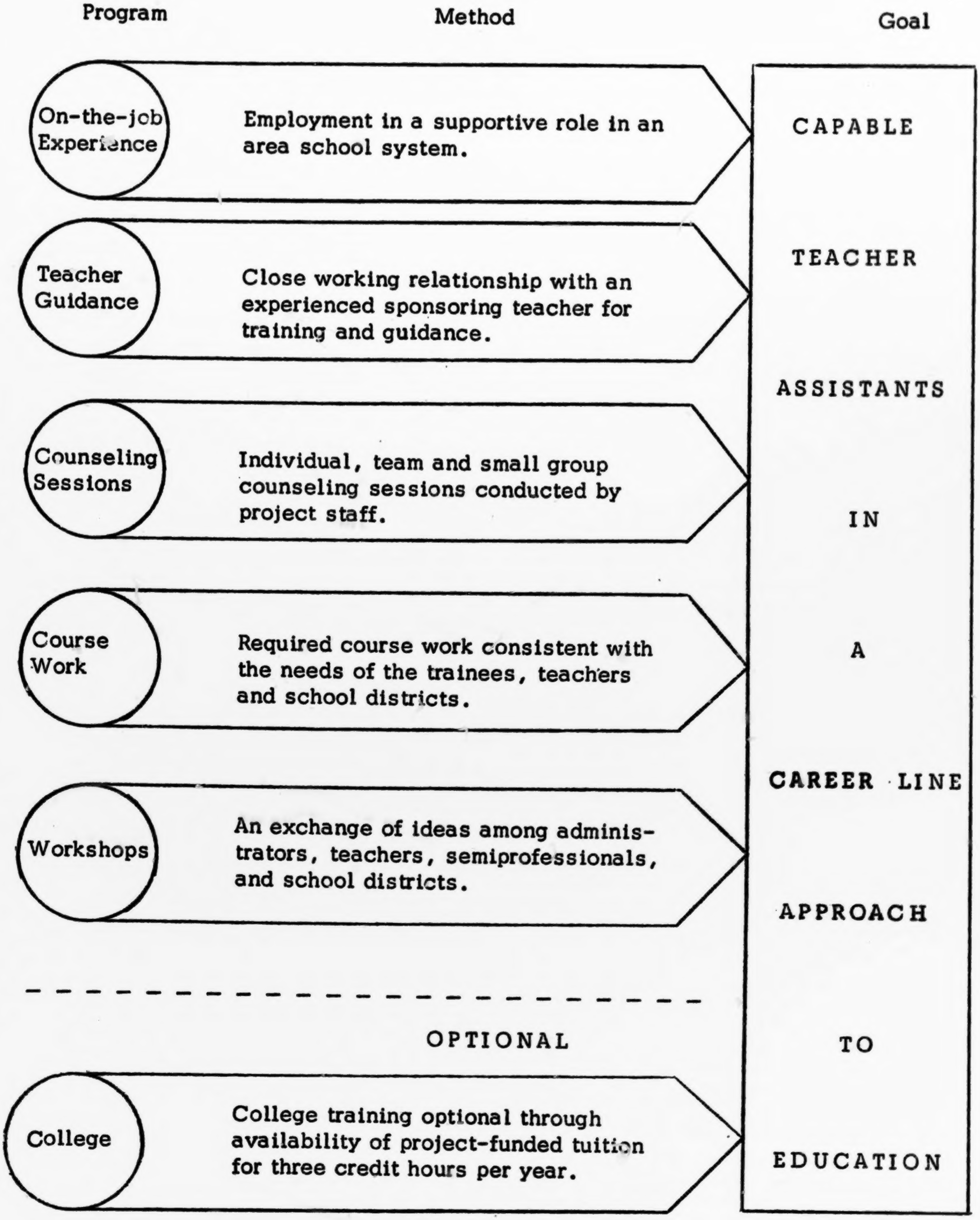
As educators have become increasingly aware of the manifold materials and programs contributory to better teaching, they have begun to face the necessity of providing aid to teachers for their implementation of new approaches. The movement around the country towards providing more semiprofessional assistance has increased so rapidly that new areas for effective use of semiprofessionals needed study. It is to this question that the Semiprofessional Training Project has addressed itself.

For the purpose of improving learning through more effective use of personnel, the Project has established a career line approach to the development of teacher assistant capability. This is a five-channel approach graphically illustrated on the following page. To attack any problem there are alternatives, and it is difficult to determine in advance which alternative will be most successful. The Project's five-channel approach seeks to take several alternatives into account so that the training is designed according to individual/situational needs, to provide various roads by which semiprofessionals can become more capable teacher assistants.

In conjunction with the basic program, the Project has explored the idea of utilization of semiprofessionals; has acted as consultant to schools in the implementation of a semiprofessional program; has provided individual, team and group guidance for teachers and aides; and has developed methods for evaluation of individual and school programs.

Particularly, the Project has attempted to encourage cooperation between its staff and area school districts, for the Project should

SEMIPROFESSIONAL TRAINING PROJECT'S FIVE CHANNEL PROGRAM



Program	Method
On-the-job Experience	Employment in a supportive role in an area school system.
Teacher Guidance	Close working relationship with an experienced sponsoring teacher for training and guidance.
Counseling Sessions	Individual, team and small group counseling sessions conducted by project staff.
Course Work	Required course work consistent with the needs of the trainees, teachers and school districts.
Workshops	An exchange of ideas among administrators, teachers, semiprofessionals, and school districts.

OPTIONAL

Program	Method
College	College training optional through availability of project-funded tuition for three credit hours per year.

Goal

CAPABLE TEACHER ASSISTANTS IN A CAREER LINE APPROACH TO EDUCATION be considered successful only if, at its conclusion, the school districts are able to take over the responsibility of training and utilizing their semiprofessionals to mutual advantage.

For purposes of continuity in reading this report, some historical explanation of Phase I is presented throughout for better understanding of the Project's purpose, its objectives, and its manner of approach. For example, of the original seven objectives four have been met or are on-going. To fully describe what is now taking place in the Project, some reference is made to what took place in Phase I.

Part II - NARRATIVE REPORT

Application for Continuation Grant

Question 1 - Pace Outline

1. a) For operational activities, discuss the effect of the project on the clientele by briefly stating the major objectives of the project and the techniques used in evaluating the extent to which these objectives were achieved.

Seven objectives were originally formulated with four added later. The first four have been generally met and described in the April 1, 1968, report and are discussed briefly here for purposes of continuity.

Objective 1

To identify and select and counsel trainees who are likely to benefit from the program.

Through cooperation of school district administrators in Onondaga and Oswego Counties, the Project identified more than two hundred semiprofessionals already employed who desired training. Of those interested, selection was made by these requirements: 1) high school graduate,* 2) commitment to a career line program, 3) gainful employment in some supportive capacity within an Onondaga or Oswego County school district, and 4) a close working relationship with a professional who could logically be called a "sponsor teacher." Even with such limitations, enrollment exceeded by forty-six the number originally proposed.

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* NOTE: Since the inception of the Project, there has been increased evidence to support the proposition that task and program definition should precede the establishment of selection criteria. Therefore, the high school diploma may not necessarily be a valid basis for selection.

A major function of staff personnel has been to visit those schools with participating semiprofessionals employed. Through appointments with the aides, their sponsor teachers, the supervisors, and administrators, liaison is established between all participants and the Project. Thus, through regular personal contact, Project personnel are kept informed of the needs of the semiprofessionals and their schools; in turn, school personnel are kept informed of Project activities and are provided with resources and consultant help.

Such counseling services by staff personnel have thus far been the strongpoint of the Project. It is often through frequent visits that problems have been recognized and dealt with, that sponsor teachers and their aides have come to understanding of one another's roles in the joint effort, and that supervisory personnel have come to recognize their role in the establishment of an environment conducive to more effective utilization of the semiprofessional. Naturally, there is still progress to be made in some situations, but generally it is agreed that the personal touch of an interested staff representative has enhanced the institutionalizing of auxiliary personnel.

Interest has been high amongst trainees as indicated by the low attrition rate and the fact that new trainees have joined as openings occurred. Currently, there are thirteen districts and seventy-five trainees enrolled.

NOTE: Demographic data and reasons for attrition are included in Appendix A.

Objective 2

To tailor programs consistent with both the career development and aspirations of the trainees.

The Phase I training program consisted of three tracks: a basic training program, a college program, and a mini-course program (described in the April 1, 1968, report). These were tailored both to the needs expressed by aides on-the-job and to their career aspirations.

Phase II consists of two semesters of training. During the fall semester, a course in the "American School" was designed to familiarize the participating semiprofessionals with the educational system in which they find themselves working. It offers background in the history, philosophy, psychological foundations, and sociology of education. The eighteen clock hours were divided into five two-hour large group presentations, alternating with four two-hour small group seminars. The large group instruction was held at Liverpool High School on the first Monday of each month with seminars held on the third Monday at six scattered sites. The number of sites allowed the average seminar to number twelve trainees, and the scattering offered geographic convenience.

The Project was responsible for establishing accreditation by Maria Regina College for the "American School" course. Trainees who wished to receive three college credits followed a prescribed track arranged by the college and the Project. A more detailed account of this procedure appears in Appendix B.

During the spring semester, participating semiprofessionals chose to take either a college course at any area institution or to enroll in one or more electives. They may have taken both, but they must have taken at least one elective if not enrolled at an area institution.

Programs being given during the spring semester are in advanced child development, advanced audio-visual education, reading, sensitivity training, open seminars, and an elementary "package" of recreation, arts and crafts, music, bulletin boards, etc. Individual clerical training is also being given by appointment.

Thirty-four trainees, or 51%,are now or have been enrolled during the current year in courses at Syracuse University, Oswego State University, Onondaga Community College, Auburn Community College, or Maria Regina College. Courses being taken are:

COURSE TITLE	NO. ATTENDING
Audio-Visual	1
Art	1
English	4

COURSE TITLE	NO. ATTENDING
History	1
Psychology	5
Biology	1
Education	3
Library Science	18

Figure 1 -- Spring Semester College Registration

Audio-Visual - An advanced course designed primarily for those in charge of audio-visual equipment in their school.

Child Development - Another advanced course building on what was taught last year.

Clerical - Individualized

Discussion Groups - An opportunity to discuss classroom situations, educational policies, and topical issues.

Elementary Package - Action-oriented sessions

Sensitivity Training - Activities performed in these sessions are intended to increase self-understanding, increase interpersonal effectiveness, and increase the ability to work in group situations. A minimum of six and maximum of fifteen participants will be necessary.

Reading - This course will provide background in structural and phonetic analysis as well as all phases of reading comprehension. Various approaches to reading instruction will be discussed.

(The program format is Appendix C.)

Figure 2 -- Spring Semester Course Description

Objective 3

To develop training programs focusing on
the expressed needs of the local schools.

The needs were identified during Phase I through questionnaires and personal interviews with administrators, teachers, and semiprofessionals; and trainee seminars and workshops were established for meeting these needs. These are described in the April 1, 1968 report.

Three patterns have evolved regarding a school's indication of its needs and the impact of Project training on job change:

1. Job "A" Defined → Training * → Job "A" Defined Increased Skill Level

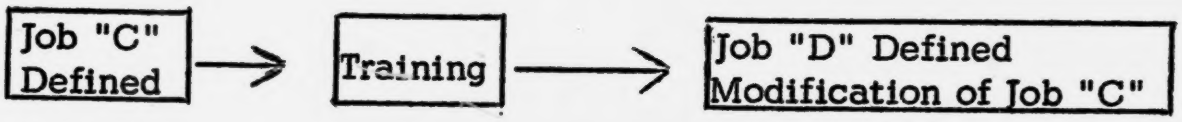
*Training encompasses the entire program run by the Project, i.e., on-the-job training, teacher guidance, counseling, sessions, course work, workshops, and college work.

By putting a semiprofessional in a defined job, the school indicates a need of that particular role. The Project staff representatives guide that semiprofessional in her training program so that she remains in her defined job with an increased level of skill. For example, if an aide has already been placed in a library clerical position, she is advised by the Project as to which library courses or electives will best help her in her assigned position.

2. No Job Defined → Training → Job "B" Defined Trainee and Task Matching

Some schools have aides employed who are "jacks-of-all-trades," i.e., they are on call for all kinds of tasks and have no particular niche in the system. As a result of training, schools take into account what skills a trainee has acquired and consequently define a role for her based on her competencies. For example, if an aide has been employed as a cafeteria monitor, clerical assistant in the office and library, and general "aide-on-tap," she may be given library and clerical training so that she moves to a defined job as library clerk.

3.



In some cases, schools have indicated to the Project that they need specific jobs filled and have requested particular training programs. Once the Project has given the training, the school places the aide in that job for which she has been trained. For example, an aide in the Project training program and employed in a defined job as library aide was, as a result of training in audio-visual skills, placed in the redefined role of A-V coordinator.

Many are the unforeseen influences that have played upon the existing system through the impact of the Project's work with supervisory school personnel, sponsor teachers, and semiprofessionals. These are difficult to spell out, as they come under the sphere of interpersonal relationships and the increased awareness of all personnel to the mutual advantages of a meaningful partnership.

Objective 4

To evaluate the training and the performance
of the trainees.

This objective was dealt with adequately in Phase I of last year. Similar evaluation techniques have been employed in Phase II.

THE "AMERICAN SCHOOL" COURSE

At the conclusion of the semester's work, the trainees were graded by their instructors, and throughout the semester Project staff members observed the class to determine its value and the teaching proficiency of the instructors.

Among the techniques for evaluation employed in Phase II were a measure of the affective or mood impact upon the trainees in large group and small group instruction and a measure of achievement of large group instruction. The technique used in measuring achievement levels was a short answer questionnaire developed by the instructor and the staff of the Project. For the affective or mood measurement, the Mood Adjective Check List was used. Copies of both instruments along with the measure of achievement appear in Appendix D.

While mood change occurred in both the small group and large group, the change was not the same. The discussion group felt less fatigue after meeting, while the lecture showed no change in fatigue after meeting. The lecture produced an increase in feelings of elation and vigor, while the small group showed no change in elation. The most significant factors for the lecture group were elation and vigor, very likely because in this group the lecturer was highly active, demanded participation from the group, provoked much laughter, liberally used homey examples and names for illustration, and was generally very upbeat in his presentation. The discussion group produced mood change in seven mood factors, and the lecture group produced change in five factors.

These measurements, considered in the broadest terms, seem to indicate that participation effects more dimensions of mood than lecture. Where affective or emotional goals are the primary objective, there seems to be a more likely possibility of success through structuring participatory involvement. Affective impact appears to be directly related to active involvement. Training programs probably should maximize opportunity for verbal and physical participation by trainees and minimize lecture techniques.

For the program format of the "American School" course, see Appendix E.

SPRING ELECTIVES

The same evaluation techniques as were used in Phase I are being employed at the end of Phase II, but the results cannot be included here because of their not being administered until the completion of the semester's work.

In an effort to compare techniques of instruction and to present new material to the trainees, a program instruction sequence will be administered to the aide trainees dealing with very basic terminology and concepts in educational research. Two measures are to be taken, achievement and affect or mood. The same technique will be used here as was described in the section above on the "American School," with the exception that achievement was measured there both with a before and after measurement technique. As indicated, the time of administration of this unit precludes findings from being included in this report.

JOB PERFORMANCE

In Phase I all participating sponsor teachers completed a five-point scale questionnaire which assessed both the effectiveness of the trainee's performance in her work situation and her potential for work requiring more sophisticated teaching and/or supervisory skills. This instrument will again be administered at the close of Phase II for appraisal of the current performance level of trainees and for comparison with last year's evaluation.

In the interim, for Project staff information, indications of job performance have been gathered by a compilation of visitation records (See Appendix F) and results of the Opinion Sheet for Professionals (See Appendix G). The visitation records were completed by staff representatives through interviews with personnel at the schools where aides work. That compilation indicated the aides' proficiency at tasks as more than adequate and showed that they were interested in their jobs and comfortable at their tasks.

The Opinion Sheet for Professionals, filled out by each aide's sponsoring teacher, lends further support to the aforementioned results, as expressed by the professional's acceptance or rejection.

The high level of interest in the Project training program is indicated by the continuing support of the cooperating sponsor teachers, the low attrition of the trainees originally enrolled in the program, and the continued interest and cooperation of the local school districts.

Objective 5

> To develop and maintain a sequential program enabling trainees to move through progressively higher levels of performance.

The progression to higher levels of performance by semiprofessionals within local school districts is a continuing objective of the Semiprofessional Training Project. However, conceptualization of sequential programming cannot be generalized. Prior to conceptualization taking place, task, performance, and training must be identified specifically and then synthesized on a local level.

Time and effort are being expended by the staff in the attempt to acquaint supervisory personnel with what tasks can be successfully undertaken by trained semiprofessionals. Through such dialogue administrators become more responsive to upgrading aides' duties within each school. Such mobility strengthens aide morale and opens new vistas regarding aide potential.

to higher levels of training, frequently precipitating role change. Nevertheless, until there is some alteration of the status quo philosophy in education, the Project is limited in achieving this objective. There needs to be a vigorous effort directed toward attitudinal change within the educational system.

Objective 6

> To identify (and classify) positions in education that require different levels of performance and training.

No actual formalization, strict definition, or rigid description of positions has been done by the Project. A survey of the local school districts has been conducted to ascertain how aides are being utilized, whether logistically, administratively, or instructionally.* The Project, however, has not attempted to make a formal identification and has addressed itself, rather, to the individual/situational position of each aide. It is through such individual counseling and training that it has become apparent that performance has been on different levels due to different levels of training.

One particular example of how an aide has performed on different levels, consistent with the training she's received, is Case "A" (as illustrated in model 2 under Objective 3). As of September, 1967,

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*Dr. Arnold Glovinsky of Detroit, Michigan, a Project workshop speaker, identified paraprofessional job descriptions existing in Wayne County, Michigan. This study served as a basis for individual school districts to develop guidelines toward identification of possible career ladders.

Case "A" listed her duties as supervising study hall, typing and duplicating tests, recording marks, and supervising corridors. After A-V training, she has been currently assigned the position of coordinator of instructional materials for the entire five-building rural school district in which she works.

Another example is Case "B" (as illustrated in model 3 under Objective 3). "B" was a library clerk prior to training with the Project and consequently was assigned the position of A-V coordinator for the secondary school in which she had been working as clerical aide.

These two examples serve to illustrate how, in some instances, job performance has changed in direct proportion to training received. It is through such individual/situational cases that the Project has recognized different levels without formalizing any classification.

Through experience with school districts and their variously trained aides, the Project recommends that any and all hiring and placement of aides be done on a situational basis according to the individual aide's training and talents and the individual district's needs. It is further believed that any school program of aide employment should remain flexible to adapt to the recommended on-going in-service training.

It is suggested here that in order to measure the extent to which each objective is met, more could be gained from case studies. Staff efforts toward this end will be further developed in the section of this report dealing with projected activities.

Objective 7

To develop training programs to prepare persons for these positions.

The training component of the spring program is based upon expressed needs of the trainee and/or school district. These needs were identified through visitations, letters, and questionnaires. Samples of these letters and questionnaires appear in Appendix I.

The general training program was originally designed as a result of the inputs of the central administrators of the cooperating school districts. Most of the general areas were regarded as relevant by a sufficient number of trainees, and relevance to each individual and her situation was further insured by the instructors taking time to design each specific course in collaboration with the trainees. Course development became an on-going process which involved class participants contributing to the formulation of relevant goals and objectives.

For further description of the program, refer to Objective 2.

It is recognized that the criteria for evaluation of Objective 7 are based upon anticipated positions and cannot be completely evaluated until performance standards are more clearly defined.

Four objectives formulated during Phase I have been added to the original seven to more effectively meet the needs expressed under Question 1.

Objective 8

To increase the degree of mutuality of role perception between the sponsor teacher and the semiprofessional.

Workshops have been devoted to the question of role perception by administrators, sponsor teachers, and semiprofessionals. Through seminar discussion the various groups have explored the implications of role perception and the change which can take place through understanding of various roles.

The desirability of mutuality of role perception was studied in the spring of 1968. Not always was it found that there was an actual mutuality of role perception by a sponsor teacher and his assistant; however, although role perception was not necessarily mutual, cooperation developed if understanding existed. Therefore, it was agreed that effort should be made to promote understanding of the semiprofessional's role in the school.

The Project's investigation of mutuality of role perception showed that definition is frequently difficult due to the variability of semiprofessional duties but that understanding can be enhanced through counseling. Therefore, the effort has been increased this year to provide counseling services on an independent, situational basis to sponsor teachers, their aides, and the supervisors involved. Staff representatives from the Project have periodically and regularly scheduled appointments for counseling at the individual schools enrolled in the program.

Objective 9

To bring about a greater degree of acceptance by both administrators and sponsor teachers of the role of the semiprofessional on a career line basis.

Progress has been made in this area as sponsor teachers become constantly more aware of the value of higher level of assistance by semiprofessionals. Whereas previously aides were often utilized as mere boot-helpers and lavatory guides, their potential as instructional assistants within the classroom is being explored and developed to the point that currently aides in many school districts are an integral part of the total teaching situation.

The fact that more and more aides are being hired everywhere is a testament to the greater degree of acceptance on the part of professional educators of the valuable role a semiprofessional can play; however, to increase their awareness as to how meaningful that role can be and how far the semiprofessional can advance in that particular career is the purpose of the Project.

It is through the development of a helping, rather than a directing relationship with each school and its personnel that a positive attitude has grown.

Recognized by the Project staff as indices of increased acceptance have been:

1. an increase in hours spent by supportive personnel within the schools.

2. a higher level of performance by Project aides in general.

   e.g., Liverpool School District has made the Project training program a criterion for selection of prospective aide employees.

3. renumerative compensation for Project-trained aides.

   e.g., Altmar-Parish-Williamstown has granted an increase of ten cents an hour to those aides receiving Project training. Fayetteville-Manlius librarians requested compensatory consideration for their aides. (See Appendix J.)

4. increased status for aides.

   e.g., aides have been assigned titles more descriptive of their increased responsibilities.

NOTE: Whereas such indices have been valuable to the Project staff in its informal evaluation of Project impact, the formal compilation of these data is now being done and is not ready for this report.

Objective 10

To seek procedures to decrease the rejection of semiprofessionals by sponsor teachers and administrators.

Although strides have been made in the increase of acceptance, it would be naive not to recognize that, in some cases, hostilities still exist. It is further recognized that it is singularly important for the Project to address itself to decreasing such rejection.

Pilot programs of an experimental nature have been conducted by staff members for individual schools requesting consultant help. These programs have indicated a single factor as being most beneficial in decreasing rejection, i.e., a greater involvement by the faculty in determining the utilization of aides. These programs are described under Question 2 of the Pace Outline.

Other than such efforts, little has been done concerning this objective specifically, as Objectives 9, 10, and 11 are actually contingent upon one another and are being treated as one over-all goal.

Objective 11

> To insure a smoother path for career mobility through differentiated task assignments and a basic team training approach.

Although there has been effort made in this direction, the Project cannot report any significant progress in meeting this objective due to the inherent necessity of first meeting Objectives 9 and 10. Until administrators have overcome their reluctance for revising their personnel programs and assignments, any actual differentiation of task assignments remains a distant goal.

When and if improved acceptance occurs and rejection decreases on the administrative or supervisory level, then a plausible method of reaching this objective would be the implementation of the Personnel Development Laboratory proposed by ECCO, the local regional Title III center.

Question 2 - Pace Outline

> Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations.

Endeavors Exceeding Expectations

There have been fewer endeavors exceeding expectations this year, due to the fact that present expectations have been modified and made more predictable by the experience gained during the first year of the Project's operation. However, pilot programs initiated during the second year give evidence of providing results beyond original expectations. A major and continuing area of concern in the utilization of aides and the establishment of a career ladder is professional acceptance within a school. Participation in the following programs was based on the premise that teacher involvement at the planning stage of innovation might well result in better acceptance of the plan when implementation occurs. Two examples of such programs follow, though the collection of data on the programs is at present incomplete and a final description, therefore, not yet possible.

1. CHARLES ANDREWS

   Total faculty involvement at Charles Andrews was displayed in several workshops utilizing the Project staff as consultants. The program was designed to include faculty participation in proposal writing. The major focus of the proposal was a new media center which would include paraprofessionals.

The creativity displayed in the volume of ideas generated by the large group of faculty participating and the concomitant rise of interest in and enthusiasm for the program give promise of a high degree of ultimate involvement. It is an indication that teachers, when given an opportunity to participate in the problem-solving and decision-making phase of a project, can make a rich and imaginative contribution to the plan; and it presently seems evident that their involvement will result in not merely acceptance of but also, and even more encouraging, personal and active commitment towards successful implementation of the innovation.

Through creation of an atmosphere for faculty involvement, work became reflective of group thinking. Group process skills were employed at various communication levels -- beginning with brain-storming sessions and ending with the actual preparation of a format and a proposal. The finished proposal is a concrete example of synthesis of group process.

2. WATERTOWN

In the fall of 1968, the Project staff was contacted by the Title III director in the Watertown area. As the Watertown School District had budgeted for fifteen semiprofessionals, a plan for recruitment, training, and assimilation of semiprofessionals was being sought.

Through the assistance of the Semiprofessional Training Project director as a consultant, a committee of professionals was formed to design a step-by-step procedure, which would bring about the most effective implementation of a final accepted plan. The professional involvement followed this sequence:

1. Formulation of a representative committee (i.e., each building, teachers association, old and new teachers, etc.)
2. Dialogue among the committee members, which served to reflect total faculty thinking.
3. Information sessions which provided the committee with research and data concerning current practices in effective utilization of semiprofessionals.
4. Planning sessions which yielded a proposal format.
5. A proposal format which was given to every professional in the district who wished semiprofessional assistance.
6. Proposals submitted by professionals who were asked to describe:
    a. how they would utilize a semiprofessional
    b. what their program was
    c. how their role would change
    d. evaluation
    e. a plan of implementation (i.e., physical arrangements, schedules, suspense dates, etc.)

The district administrators were kept informed through their weekly administrative council meetings. The final recruitment, selection, and placement of each semiprofessional was done on a team basis with a committee member, the receiving teacher, and the receiving principal all doing the interviewing. A week's orientation for the semiprofessionals was designed according to the needs expressed in each proposal. Training involved all the incoming semiprofessionals and their "sponsoring" teachers as well as each principal.

On a recent visit, the Project Director noted that, in every case, semiprofessionals interviewed expressed delight in the reception they received from the professionals. Their arrival was enthusiastically welcomed by the professionals. The major impact of the consultant assistance was the laying of ground work to insure a smooth transitional implementation within each school. A more complete description of this project will be submitted in late spring.

Expectations were exceeded in two other areas of endeavor:

3. CAREER LADDER PROGRESS

Although the formalization of a career ladder has not taken place, the increased responsibility given to semiprofessionals is an indication of the impact the Project has had on the area served. There has been assurance in school visitations that Project involvement hastened the process of granting greater responsibility to the aides. Since its inception, the Project has emphasized school district involvement, because as the Project phases out, its activites should be phased into other agencies in the two-county area.

Already flourishing are a number of Project-influenced supportive personnel training programs. This influence has been in the form of suggested program design, consultative assistance, or the participation of Project personnel. As programs are on the increase with several in the planning stages, Project personnel are being utilized as consultants in area school districts for the fall of 1969.

4. DISSEMINATION

The Project has received national recongition through several sources. The Project Director has been a major speaker at several national conferences, most notably the Bank Street Conference in New York City in December of 1967, NEA's Assocation for Student Teaching Conference in Chicago in February of 1969, and the Paraprofessional as a Student Conference, also in New York, in March of 1969.

Its publications have been distributed widely and noted in several annotated bibliographies. "The Semiprofessional Today" was the title of a series of articles which appeared in THE REPORTER, a Central New York School Study Council publication of Syracuse University. The editor of that publication has noted that this particular issue received greater circulation than any other issue that the Study Council has published. All of the articles were contributed by staff members and consultants working with the Project staff. In addition, the same journal appears in An Annotated Bibliography on Auxiliary Personnel in Education, prepared by the Bank Street College of Education for the U. S. Office of Education, January, 1969.

Another source of national recognition has been in the Directory of Institutions of Higher Learning Offering Training Programs for Auxiliary Personnel in Education, prepared by the Bank Street College of Education for the U.S. Office of Education, January, 1969. The Project was cited as an exemplary training program of sophistication.

Endeavors Not Meeting Expectations

As indicated earlier, very few endeavors have not met expectations. However, two which have been disappointing to the staff should be noted here.

1. There are still no teacher aide course offerings at the local state-supported community college. It was hoped that by this year that would be remedied. However, there are no course offerings at present, and none appears on the horizon. Consequently, Maria Regina College has assumed the larger share of legitimation of course work.
2. The reluctance of administrators to experiment with aide programs has been disappointing. At the program's inception, most administrators were enthusiastic to the point of

endorsing it across the board. Although this enthusiasm has not dissipated, difficulties due to austerity budgets, tax burdens, etc., have deterred experimentation. Consequently, the creative utilization of supportive personnel is lacking at this writing.

Changes Resulting from the Project

Question 3 - Pace Outline

> Report the effect of the project on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.

The initial impact of the Project during its first year was understandably more obvious than its effect during Phase II. This is because Phase II has been devoted to polishing successful techniques already employed and dealing with problems recognized during Phase I as not being subject to facile solutions.

Question 4 - Pace Outline

> Report the effect of the project on the cooperating agencies by 1) listing all the community agencies that cooperated in the project; 2) discussing the results of such cooperation; 3) listing local educational agencies and counties which were served by the project and indicate any changes since the initial application.

Since the Semiprofessional Training Project has been in existence, cooperation with several community agencies in Onondaga and Oswego

Counties has been developed and maintained. Illustrative of the cooperation which has existed amongst Central New York agencies and the Semiprofessional Training Project was the Syracuse Area Team report written as a result of its meeting at the New York State Conference on Auxiliary Personnel in Education in December, 1967.

At that meeting, the questions asked, the answers given, and the recommendations made clearly revealed a genuine interest in, and a real need for, the continued promotion of auxiliary personnel programs throughout the state. Such programs, it was determined, would be beneficial to the educational structure as a whole and to the community at large. The Semiprofessional Training Project was established as the coordinating and consulting agency for Central New York, and it has continued to operate in this capacity.

A sample dialogue of this meeting is included in Appendix K, in order to illustrate the range of questions considered and the regard in which the Project is held by the cooperating agencies.

School Districts

At present, there are thirteen of the twenty-eight school districts in Onondaga and Oswego Counties which have support personnel formally involved in the Semiprofessional Training Project.

The ever-increasing cooperation of school districts has continued during the second year. In fact, many of the fifteen non-participating school districts which, although having no semiprofessionals either employed or in the Project, have been active in workshops, in group meetings, in visitations to the Project office, etc., in order to gather information toward starting their own programs. Additional districts outside the two-county area have utilized similar services. In each case, the chief consultants or advisors to the school districts have been members of the Project staff.

Colleges

The Semiprofessional Training Project has continued its endeavors to legitimize the curriculum developed by the Project staff. One of the major focuses or emphases of the Project is to make training relevant to the situation and to the individual. However, it is difficult to combine relevance and the means of accreditation, since evaluation procedures in the past have been designed to measure course work based on "academia" rather than the social situation. Nevertheless, some changes have been noted. The college program most noteworthy in this change, Maria Regina's, has been described earlier.

Title IV Centers

The training project continues to be closely associated with the Eastern Regional Institute for Education. ERIE is now in its second year of Individualized Program Instruction in the prototype school, Porter Elementary. The ten aides in the program continue to be active participants in the Semiprofessional Training Project. In addition, the professional staff at Porter has been visited on many occasions and has participated in programs designed to demonstrate more effective utilization of semiprofessionals in individual program instruction. College work for these aides, as for all the enrolled aides, has been financed by the Semiprofessional Training Project. As this program continues, ERIE recognizes the desirability of utilizing aides in the classroom and is consequently shifting its direction towards more classroom and less clerical training.

The Community Chest

The Project has been involved with the Community Chest in planning a paraprofessional career conference to be held in mid-April in Syracuse. The major focus of this conference will be to determine the feasibility of a New Careers Center in the greater Syracuse area. If this center becomes a reality, it will bring about a consortium of agencies involved with paraprofessionals in the human services. The Semiprofessional Training Project would be the logical agency to supervise the educational component.

Question 5 - Pace Outline

> Discuss how project information was disseminated. Include such information as 1) the number of unsolicited requests for information; 2) the number of visitors from outside the project area; and 3) the estimated costs of such dissemination.

Dissemination of Project information has been done in several ways:

1. Personal visits - Personal visits have been made by the staff to all administrators, all teachers, and all trainees participating in the Semiprofessional Training Project.

2. Publications* - Written reports are printed and distributed periodically. For instance, a capsule summary of the Project was written in September and updated in February. All conferences, meetings, and workshops are written up and distributed to Project participants and other area educators. In addition, a progress report is completed quarterly.

*All reports can be obtained from the Semiprofessional Training Project.

3. Newsletter - ECCO periodically sends a newsletter to all local educators. Coverage has been given the Semiprofessional Training Project in several editions.

4. Speeches, informal talks - All members of the staff have spoken to various groups both at staff initiative and upon request. For example, talks have been given to participating trainees, sponsor teachers, and administrators; they have been presented at administrative councils, faculty meetings, college conferences, parent meetings, future teachers meetings, and at workshops for other projects. (See Appendix L.)

5. Letters have been sent to inform participants and guests of the plans and activities sponsored by the Semiprofessional Training Project. The Project mailing list numbers approximately three hundred and includes fifteen states.

6. The Semiprofessional Training Project has received newspaper, television, and radio coverage of activities, project growth, and development. A file has been maintained.

Several hundred unsolicited requests for information have been received by the office. These requests have been in the form of phone calls, letters, visits, and the usual grape-vine communication.

In addition, unsolicited requests for information and materials have come from across the nation. The number of states involved has increased from fifteen in 1967-68 to twenty-eight. The following states have been represented:

Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Illinois
Indiana
Kansas
Maine
Maryland
Massachusetts
Michigan
Minnesota
Missouri
New Jersey
North Carolina
North Dakota
Ohio
Pennsylvania
South Dakota
Texas
Virginia
Washington, D. C.
West Virginia
Wisconsin

Visitors from outside the Project area have come from:

Washington, D. C.
New York, New York

Detroit, Michigan
Cortland, New York
Albany, New York
Watertown, New York
Buffalo, New York

These visitors include representatives from the Office of Economic Opportunity, the State University of New York, the State Education Departments, school districts, community colleges, universities, federal projects, and other semiprofessional training projects.

The cost of dissemination, item 1-31 in the budget, was reported at $556.54 as of March 1, 1969.

Question 6 - Pace Outline

> Describe the methods and procedures being developed to carry the project forward without Federal support after the designated approval period.

The Project was never designed to be a permanent fixture of Onondaga and Oswego Counties but rather a temporary stimulus for innovation and a resource center for implementation by local school districts. Therefore, considerable thought and action have been devoted to the Project's fulfillment of its purpose of having school districts take over the job of training semiprofessionals.

The process has been divided into three phases to span three years:

Phase I, or first year - Experimental, being devoted to experimentation, trial and error, development, etc.

Phase II, or second year - "Polishing," being engaged in change, redirection, etc., and

Phase III, or third year - Maintenance, supervising the programs designed by the Project and insuring adequate implementation by the school districts.

At the present time, the program is on schedule, with several school districts already having instituted in-service training programs for their sponsor teachers and aides. These programs have been described under Objective 5.

It is the hope of the Project that more school districts will begin to assume the responsibility for training their own auxiliary personnel. Each district knows what it expects of its aides and can, with Project assistance, set up a program through which the aides receive the training deemed necessary by the district.

Question 7 - Pace Outline

List costs for budget period this narrative report covers:

$ 92,565 Total cost.

$ ______ Total non-Federal support.

$ 92,565 Total Federal support under Title III, P.L. 89-10.

$ ______ Total Federal support other than Title III, P.L. 89-10.

Part III - PROJECTED ACTIVITIES

Question 1 - Pace Outline

> Describe the additional educational needs
> to be met with the proposed program.

As described in Question 6 of Part II, the first, second, and third year operations are all inter-related. However, the third year should be one of maintenance. Consequently, it is the intent that the final report prepared at the end of the third year will conclude that the success of the first and second years was adequately sustained during the third, thereby allowing the termination of the Project by June 30, 1970. If the maintenance year proves that the program has not been installed properly into the existing agencies in the two counties, then it will be necessary for the Project staff to examine the evaluation and progress reports and the data now available on the Project to determine what went wrong. Another project could be initiated at that time to insure success at a later date or to determine whether the idea itself should be termed not feasible. However, there is strong indication that the Project has been successful in that many of the planned programs have been assimilated into the school districts. Many agencies have participated, and the phase-out is continuing according to schedule.

An increased number of consultant services will be added for the third year, with the rationale, purpose and focus described herein.

Within the two counties there are schools which have aides employed who are not part of the Semiprofessional Training Project. Since it is not the intention of the Project to limit its resources to those schools participating in the Project, consultant services have been rendered to many non-participating schools. Through the initiative of Project personnel and receptiveness of supervisory school personnel, visits have been made for the purpose of sharing the knowledge about the scope of semiprofessional utilization gained through the Project's work with the participating schools.

The purpose of such visits has been to provide additional facets of insight and experience for supervisors' consideration. For example, at Merrick Elementary in the Syracuse City School District, staff representatives appraised the present teacher aide program and made recommendations for more effective future expansion and utilization of aides. At Sumner Elementary in Syracuse, newly-hired aides were counseled on their place in the school, were oriented as to what aides can do to more effectively assist the professionals, and were trained for development of specific skills, particularly in the use of A-V equipment. Staff representatives visited the already established resource center at Stonehedge Elementary in the West Genesee School District to advise them on techniques of operation and more effective utilization of personnel.

The focus of the Project in the future is to continue to furnish materials and assistance upon request of both participating and nonparticipating schools. It is the desire of the Project to be of as much assistance as possible to any schools in the entire area which presently have or eventually plan to have semiprofessionals. Much has been learned during the existence of the Project about the role of the semiprofessional, and such knowledge should be shared by all concerned with the employment and utilization of auxiliary personnel. The Project, in its program for phase-out, is addressing itself to this end and is consequently expanding its role as consultant.

Question 2- Pace Outline

> Describe in detail the additional objectives of the proposed program as related to the needs described above.

There are no additional objectives listed for the third year of the Project. It should be noted here that Objectives 9, 10, and 11, which were generated last year, have still not been adequately met. Consequently, the program for the third year, both the maintenance and the consultant services, will try to get at these problems. Many stubborn problems are foreseen as persisting long into the future. Among others, four which must be dealt with are: 1) altering status relationships, 2) working within the professional mystique, 3) revising the process of certification, and 4) recognizing the university's protection of its own interests.

Several alternatives for the Project in the future will be investigated during the third year. That is, after the Project has run its course, the alternatives might be: 1) expanding the Project to include a new group of Phase I participants, 2) introducing a new careers approach whereby another component works with indigenous personnel of the inner-city, and 3) selecting one school as a pilot school, with Project consultation and evaluation assistance, for working out a staff layering plan. This third alternative will probably be assumed by the Regional Center in its new laboratroy approach to staff differentiation.

Question 3 - Pace Outline

> State in sequence the activities to be carried out in achieving these objectives.

There has been no change in the activities over last year other than to increase the consultant services. It is recommended that readers refer to the continuation grant of April, 1968.

Question 4- Pace Outline

> Describe the method and procedures for evaluating these objectives.

Evaluation of Phase II is presently in progress. Until the data are analyzed in late spring, the specifics of evaluation procedures for Phase III cannot be determined. However, it is anticipated that many of the same instruments and techniques for evaluation will be employed in the third year. The three major divisions of the evaluation will be the major focus, i.e., a) the adequacy of the program, b) personnel (e.g., attitude, skills, training, aspirations, etc.), and c) impact on the school setting.

Because the emphasis of the Project in the past two years has been the training and placement of semiprofessionals on an individual/situational basis, the staff has come to realize the advisability of evaluating Project objectives on the same individual/situational basis. Therefore, work has begun on investigation of individual case records kept in Project files, with the intent that during Phase III a compilation of case study research will be completed.

The instruments and techniques used this past year will continue, as stated above, and the new approach will be decided upon during the summer as evaluation instruments and format are developed.

APPENDIX A

DEMOGRAPHIC DATA and REASONS FOR ATTRITION

(Referred to on page 3)

TRAINEE POPULATION

Initial enrollment, fall of 1967--99
Attrition-- 29*
New trainees-- 5**

Total enrollment, Phase II---75

ATTRITION*

Trainee	School District	Date	Reason
Ashe, Marjorie	F.-M.	end of Phase I	Obtained position in public library. Will audit
Brown, Eleanor	O.C.S.	end of Phase I	?
Butler, Loretta	Pulaski	1/26/68	illness
Callahan, June	Pulaski	end of Phase I	not allowed to utilize training.
Chavoustie, Cora	Liverpool	end of Phase I	?
Fox, Rita	Pulaski	end of Phase I	not allowed to utilize training.
Gallup, Ina	N. Syracuse	end of Phase I	?
Holmes, Beverly	Liverpool	end of Phase I	?
Humphrey, Helen	N. Syracuse	10/67	family problems
Indivero, Josephine	N. Syracuse	12/67	family obligations
Jones, Allois	Syracuse	end of Phase I	moved
Jones, Donna	Pulaski	end of Phase I	not allowed to utilize training.
Marchione, Bonnie	J.-E.	end of Phase I	?
McKenzie, John	Syracuse	10/67	personal

Trainee	School District	Date	Reason
Mitton, Gloria	N. Syracuse	end of Phase I	family obligations
Noyes, Verna	Liverpool	end of Phase I	conflict on Monday nights
Oakley, Janet	Westhill	end of Phase I	?
Russell, Patricia	Tully	end of Phase I	teacher aide positions eliminated in district
Phillips, Erma	Pulaski	end of Phase I	not allowed to utilize training.
Scarcella, Shirley	N. Syracuse	end of Phase I	offered and accepted position as school secretary.
Simon, Catherine	J.-D.	2/68	moved
Sloan, Winifred	J.-E.	end of Phase I	?
Snyder, Marguerita	Sandy Creek	end of Phase I	family responsibilities - interested in reentering program in spring of '69.
Sweetland, Sonia	Fabius	10/67	changed mind - did not appear for initial meeting.
Venier, Suzanne	J.-D.	end of Phase I	?
Washington, Iris	Syracuse	1/68	automobile accident and subsequently left aide position.
Whaley, Elizabeth	Pulaski	11/67	family obligations
Yankay, Margaret	N. Syracuse	end of Phase I	?
Zelias, Carolyn	J.-E.	end of Phase I	going to college

NEW TRAINEES**

Trainee	District	Date
Adams, Margaret	Syracuse	5/68
Baker, Becky	Syracuse	5/68
Somes, Allura (June)	J.-E.	Phase II - 9/68
Wasilewski, Bernice	Mexico	Phase II - 9/68
Wilson, Noel	Syracuse	Phase II - 9/68

JV/mif
10/16/68

APPENDIX B

ACCREDITATION PROCEDURE
for
MARIA REGINA COLLEGE CREDIT

(Referred to on page 4)

"AMERICAN SCHOOL" COURSE: Obtaining College Credit

Semiprofessional trainees wishing to receive college credit for the "American School" course may do so through Maria Regina College in the amount of three credit hours. The necessary procedures are outlined below:

1. Pay a ten (10) dollar fee through Assistant Dean Reagen's office at Maria Regina College. Any trainee petitioning for practicum or college credit for the "American School" course must be a matriculated student at Maria Regina. This flat fee of ten dollars which is being charged for matriculation will also cover any transfer of credit.
2. Hand in homework assignments. This homework consists of a paper on innovation plus the study-discussion questions from the course outline.
3. Complete and return the take-home examination. Trainees will receive a take-home exam at their January 20th small group discussion meetings. These exams are to be returned by mail and must be postmarked by January 27th.
4. Complete the yellow form which is attached to the final exam and pay a fee of six (6) dollars for the three hours of course credit (make checks payable to Maria Regina). These two items must be returned with the examination.

Trainees who have completed procedures 2 - 4 will have their names submitted to Maria Regina with a recommendation for college credit. Trainees wishing to apply for credit at a later date must obtain a letter from the Semiprofessional Training Project stating completion of requirements and take this letter with the proper fee to Maria Regina College.

APPENDIX C

SPRING SEMESTER ELECTIVES

PROGRAM FORMAT

(Referred to on page 5)

SPRING SEMESTER ELECTIVES

Course	Instructor	Class Night	Class Time	No. of Sessions	Dates	Location	Room
						School	
Audio-Visual	Mr. Gale	WED.	3:30 to 6:30	4	February 26, March 5, March 12, 19	Lawrence Rd. Sch. N. Syracuse	Media Room
Child Development	Mr. Giambattista	TUES.	4-6	8	February 4, 11, 25 March 4, 11, 18, 25 April 1	Fravor Elem. Mexico	Library
		THUR.	4-6	6	April 17, 24, May 1, May 8, 15, 22	Zogg Middle Sch. Liverpool	Library
Clerical	BY APPOINTMENT					Instructor will visit trainee's school.	
Discussion Groups	Mr. Herring	MON.	4-6	5	March 10, 17, 24 March 31, April 14	Slocum Hall S.U.	208
ELEMENTARY							
Recreation	Mr. Greenberg	TUES.	4-6	2	March 25, April 1	Pitcher Hill Elem.	14
Art	Mr. Adams	TUES.	4-6	2	April 15, 22	J.-D. Middle Sch.	Art room
Classroom	Mrs. MacDougal & Mrs. Sardello	TUES	4-6	2	April 29, May 6	Pitcher Hill Elem.	14
Music	Dr. Ford	TUES.	4-6	2	May 13, 20	Pitcher Hill Elem.	14
Sensitivity Training	Dr. Muto	WED.	4-6	6	April 23, 30, May 7, May 14, 21, 28	Onondaga Community College	To be Announced
Reading	Miss Dickinson	MON.	4-6	4	February 3, 10, 24, March 3	Bear Rd. Elem. N. Syracuse	Room 24

APPENDIX D

"AMERICAN SCHOOL" COURSE EVALUATION

D-1 - MOOD ADJECTIVE CHECK LIST

D-2 - MOOD ADJECTIVE CHECK LIST MOOD FACTORS AND THE ASSOCIATED ADJECTIVES

D-3 - MEASURE OF ACHIEVEMENT

(Referred to on page 8)

APPENDIX D-1

NAME:______________________________

Each of the following words describes feelings or mood. Please use the list to describe your feelings at the moment you read the word. If the word definitely describes how you feel at the moment you read it, circle the double check (vv) to the right of the word. For example, if the word is relaxed and you are definitely feeling relaxed at the moment, circle the vv as follows:

relaxed [✓ vv] v ? no. (This means that you definitely feel relaxed at the moment.) If the word only slightly applies to your feelings at the moment, circle the single check v as follows:

relaxed vv [✓ v] ? no. (This means that you feel slightly relaxed at the moment.) If the word is not clear to you, or you cannot decide whether or not it applies to your feelings at the moment, circle the question mark as follows:

relaxed vv v [✓ ?] no. (This means that you cannot decide whether you are relaxed or not.) If you definitely decide the word does not apply to your feelings at the moment, circle the no as follows:

relaxed vv v ? [✓ no]. (This means you are definitely not relaxed at the moment.)

Work rapidly. Your first reaction is best. Work down the first column, then go to the next. Please mark all words. This should take only a few minutes. Please begin.

forgiving	vv	v	?	no
pleased	vv	v	?	no
annoyed	vv	v	?	no
serious	vv	v	?	no
egotistic	vv	v	?	no
self-centered	vv	v	?	no
sad	vv	v	?	no
leisurely	vv	v	?	no
tired	vv	v	?	no
carefree	vv	v	?	no
earnest	vv	v	?	no
engaged in thought	vv	v	?	no
dull	vv	v	?	no
concentrating	vv	v	?	no
kindly	vv	v	?	no
intent	vv	v	?	no
drowsy	vv	v	?	no
boastful	vv	v	?	no
introspective	vv	v	?	no
suspicious	vv	v	?	no
talkative	vv	v	?	no
fed up	vv	v	?	no
nonchalant	vv	v	?	no
witty	vv	v	?	no
clutched-up	vv	v	?	no
skeptical	vv	v	?	no
angry	vv	v	?	no
active	vv	v	?	no
contemplative	vv	v	?	no
fearful	vv	v	?	no
dubious	vv	v	?	no
defiant	vv	v	?	no
energetic	vv	v	?	no
aloof	vv	v	?	no
attentive	vv	v	?	no
elated	vv	v	?	no
vigorous	vv	v	?	no

APPENDIX D-2

MOOD ADJECTIVE CHECK LIST MOOD FACTORS

and

THE ASSOCIATED ADJECTIVES

A AGGRESSION

- Defiant
- Angry
- Annoyed
- Fed-up

B ANXIETY

- Fearful
- Clutched-up

C SURGENCY

- Carefree
- Witty
- Talkative

D ELATION

- Elative
- Pleased

E CONCENTRATION

- Attentive
- Serious
- Earnest
- Contemplative
- Concentrating
- Engaged in thought
- Intent
- Introspective

F FATIGUE

- Drowsy
- Tired
- Dull

G SOCIAL AFFECTION

- Forgiving
- Kindly

H SADNESS

- Sad

I SKEPTICISM

- Dubious
- Skeptical
- Suspicious

J EGOTISM

- Egotistic
- Aloof
- Self-centered
- Boastful

K VIGOR

- Active
- Energetic
- Vigorous

L NONCHALANCE

- Leisurely
- Nonchalant

APPENDIX D-3

"American School" Measure of Achievement

Please read this only if you attended Dr. Ford's December 2 lecture.

This is not a test

This series of questions has been designed to assist in determining what information was retained from the large group lecture held on December 2nd. Your responses will in no way affect your grade in this course, but will give us an idea what information you as semiprofessional educators felt was worth remembering.

Please keep your answers brief. Complete sentences are not necessary. If a word or a phrase can express your answer, use it.

Use the back of this paper to write your answers, but please number your answers so we know which question it refers to. Thank you for taking the time to tell us about these questions.

1. How important are facts in education?
2. How much regimentation is necessary and how much good does it do in handling children?
3. What makes a teacher's pet? What are the characteristics of the pet (list)?
4. Are teachers aware of problems caused for the pet by being a pet?
5. If you could do whatever you want or whatever you felt needed to be done, what would you do for students who would benefit from individualized affection and attention.

APPENDIX E

THE "AMERICAN SCHOOL" FORMAT

FALL SEMESTER 1968

(Referred to on page 9)

Fall Semester 1968

"The American School" (4:00 - 6:00 p.m.)

September		October		November
Mon., 16th	Wed., 18th	Mon., 7th	Mon., 21st	Mon., 4th
Overview		Philosophy & History of Education		Workshop
Large Group Instruction		Large Group Instruction	Small Group Seminars	Large Group Instruction
Liverpool High School 210 - Muto	Fravor, Mexico Library - Muto	Liverpool High School 210 - Muto	1. Croton 119-McGhee 2. J.-D. 26-Wheeler 3. Liverpool 210-Ford 4. Bear Road 24-Giambattista 5. Pulaski 104-Moore 6. Westhill Library-Herring	Liverpool High School Auditorium Glovinsky

	December		January	
Mon., 18th	Mon., 2nd	Mon., 16th	Mon., 6th	Mon., 20th
Follow-up	Psychological Foundations of the School		Sociology of Education	
Small Group Seminars	Large Group Instruction	Small Group Seminars	Large Group Instruction	Small Group Seminars
1. Croton 119-McGhee	Liverpool High School 210-Ford	1. Croton 119-McGhee	Liverpool High School 210-Ford & Wheeler	1. Croton 119-McGhee
2. J.-D. 26-Wheeler		2. J.-D. 26-Wheeler		2. J.-D. 26-Wheeler
3. Liverpool 210-Ford		3. Liverpool 210-Ford		3. Liverpool 210-Ford
4. Bear Road 24-Giambattista		4. Bear Road 24-Giambattista		4. Bear Road 24-Giambattista
5. Pulaski 104-Moore		5. Pulaski 104-Moore		5. Pulaski 104-Moore
6. Westhill Library- Herring		6. Westhill Library- Herring		6. Westhill Library- Herring

APPENDIX F

VISITATION RECORD AND MEAN RESULTS

(Referred to on page 10)

VISITATION RECORD

Date________________________

Staff Representative______________________________________

School____

Person(s) Visited____

1. Aide - Sponsor Relationship

5	4	3	2	1
warm and friendly relationship	compatible, cooperative	average	reserved, cool, task basis only	hostile, conflicting

2. Aide - Professional Staff Relationship

5	4	3	2	1
accepted as equal, mutual respect	friendly, courteous relationship	treated indifferently, presence acknowledged	occasional conflict, some hostility	looked down upon, resented

3. Aide - Sponsor Proximity

5	4	3	2	1
work in close proximity, same room	near each other, frequent contact	regular contact but separate stations or building	same building but rare contact	in separate buildings, rare contact

4. Aide - Proficiency at Tasks

5	4	3	2	1
highly skilled	more than adequate for the job	adequate	less than adequate	should consider transfer to another area

5. Aide - Attitude Toward Tasks

5	4	3	2	1
deeply involved, excited about job, looks forward to starting the day	interested in job, comfortable at tasks	job simple, not stimulating	uncomfortable but resigned to position, dull work	very unhappy, tasks beneath ability, should have something better.

6. Aide - Career Aspiration

5	4	3	2	1
desires at least AB degree	desires associate degree	desires training and certificate from project for completion of program	desires training to improve skills at present tasks	satisfied with competency at present level

7. Attitude Toward Project

5	4	3	2	1
prime source of training and guidance leading toward satisfying career	a major factor in career development	means to an end	tolerable, trainee through necessity	uncooperative, resentful

---

1. How do you see semiprofessionals being used in your school in the future?

2. Has the introduction of a semiprofessional into your school district brought about any changes in policy?

3. What recommendations do you have for our program? (training, screening, counseling, etc.)

4. Anecdotal notes:

MEAN RESULTS
OF
VISITATION RECORDS

60

NOVEMBER 13, 1968

	5	4	3	2	1	
1)	36	22	1			= 4.60
2)	23	32		4		= 4.25
3)	20	13	21	6		= 3.78
4)	15	33	10			= 4.08
5)	11	41	7	1		= 4.03
6)	6	10	35	3	2	= 3.26
7)	1	41	15	2		= 3.70

APPENDIX G

RESULTS OF THE OPINION SHEET FOR PROFESSIONALS

(Referred to on page 10)

Instrument designed by
Dr. Roger Cunningham
Northern Arizona State University
Flagstaff, Arizona

Results of the

Opinion Sheet for Professionals

N = 54

Mean
+ = 3.45
- = 1.91

Response Range
High = 4.60
Low = 1.31

STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	+ or -	Score
1. Teachers need to be oriented in the use of a teacher aide.	29	22	0	2	1	+	4.40
2. Supervision of teacher aides takes time away from the instructional program.	0	4	5	41	4	-	2.17
3. Teacher aides work effectively with small groups.	20	30	3	0	0	+	4.32
4. It is difficult to obtain a capable teacher aide.	2	7	6	27	12	-	2.26
5. A teacher aide can assume yard and lunch duties.	13	37	3	1	0	+	4.05
6. The teacher aide should have a knowledge of first aid skills.	17	26	9	2	0	+	4.08
7. Teaching is highly skilled and needs more professionals rather than a group of unskilled assistants.	1	6	4	32	11	-	2.17
8. Teachers utilize a teacher aide's time effectively.	8	16	18	10	3	+	3.30
9. Things teacher aides do are generally incorrect and need to be done over.	0	0	2	28	24	-	1.59
10. Teacher aides are interested in securing an easy job.	0	0	2	28	23	-	1.60
11. Teacher aides observe high standards in fulfilling tasks.	15	32	5	1	1	+	4.09

STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	+ or -	Score
12. Teacher aides relieve teachers from proctoring duties.	6	33	7	8	0	+	3.68
13. Teacher aides provide a "psychologically" high professional feeling among the staff.	2	13	33	2	2	+	3.21
14. A teacher aide should be assigned to every classroom.	10	19	13	11	0	+	2.77
15. A teacher aide is not required on a full time basis.	1	6	6	27	13	-	2.19
16. A teacher aide is more work for a teacher.	1	4	1	30	16	-	1.92
17. A teacher is paid too much for the type of work they do.	0	1	3	19	30	-	1.53
18. Homemaking interferes with the teacher aide's duties.	0	0	4	38	11	-	1.87
19. The teacher aide program is more social welfare than educational.	0	0	5	26	22	-	1.68
20. Teacher aides should attend and participate in teachers' meetings.	9	25	10	4	4	+	3.60
21. When teacher aides are utilized, a teacher's abilities and talents can be used more effectively.	32	20	1	0	0	+	4.60
22. Teacher aide salaries reduce teacher's raises.	0	2	3	26	22	-	1.76
23. A teacher aide helps to give greater sequence and continuity to the school program.	13	29	11	0	0	+	4.03
24. Teacher aides have difficulty in keeping information confidential.	1	2	12	28	10	-	2.17

STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	+ or -	Score
25. The teacher aide should talk to and listen to the children.	20	27	6	1	0	+	4.22
26. Teacher aides lack necessary training.	0	7	16	26	4	-	2.49
27. Anyone working with children needs a college course in psychology.	0	12	7	26	9	-	2.40
28. Teacher aides try to do more than they are capable of.	0	2	6	39	7	-	2.05
29. Teacher aides free teachers from clerical chores.	17	32	2	3	0	+	4.16
30. The use of teacher aides frees the teacher for more professional activities.	23	26	4	0	1	+	4.30
31. Teacher aides are a means for increasing class size.	2	3	5	25	19	-	2.00
32. A teacher aide is valuable in giving remedial help.	17	25	4	4	3	+	3.92
33. A teacher aide should be assigned some tasks of a decision-making nature.	5	32	11	5	1	+	3.64
34. Teacher aides are a drain on the school budget.	0	1	3	26	24	-	1.64
35. The teacher should be imaginative in assistance and approach to classroom activities.	12	35	7	0	0	+	4.09
36. Teacher aides can supplement teacher information about pupils .	10	34	6	4	0	+	3.92
37. The teacher aide serves an important role as interpreter.	6	19	19	8	1	+	3.40

STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	+ or -	Score
38. Lunchroom activities and playground periods are a part of the educational program and need teacher direction.	3	13	8	19	11	+	2.59
39. The use of a teacher aide helps to individualize instruction.	14	37	2	1	0	+	4.18
40. A teacher aide acts as a liaison between the child, school, and community.	6	22	16	8	1	+	3.45
41. A teacher aide is distracting to the pupils.	1	0	3	30	20	-	1.75
42. A teacher aide increases the number of activities that can be performed.	16	37	1	0	0	+	4.27
43. The use of teacher aides for non-professional tasks ultimately results in improved instruction.	18	27	8	1	0	+	4.14
44. Teacher aides are able to work well with all members of the staff.	6	22	15	12	0	+	3.22
45. A teacher aide tends to assume too much responsibility.	0	3	7	36	8	-	2.09
46. Teacher aides should guide children in understanding rules of behavior.	9	38	7	0	0	+	4.03
47. Teacher aides are more trouble than they are worth.	0	0	1	15	38	-	1.31
48. Teacher aides are being forced upon teachers.	0	0	1	24	29	-	1.48
49. A teacher aide helps to provide better school-community relations.	11	27	15	1	0	+	3.89
50. Teacher aides should confer with parents when necessary.	2	10	12	23	6	+	2.60

11/68; pac

APPENDIX H

DESCRIPTION OF THE LIVERPOOL PROGRAM FOR TEACHER ASSISTANT POSITIONS

(Referred to on page 12)

Teacher Assistant Positions in Liverpool*

Through Title I monies the eight primary schools in the Liverpool district will receive teacher assistant services in the amount of twelve hours per day.

Elementary principals are interviewing applicants plus their present aides and recommending which should be elevated to this new position. The selection criteria handed down from the central administration is (in order of preference) :

1. Bachelors Degree
2. Associates Degree
3. Participating in the Semiprofessional Training Project
4. Working as an aide in the district

Although having a degree was stressed by the central administration, the elementary principals may deviate from this criteria and elevate an aide because of her performance.

Supportive personnel in this district are usually employed for 19 1/2 hours. Conversely, elementary principals have the option to hire three part-time assistants or one full- and one part-time assistant for their school.

These teacher assistants will earn $2.50/hr., will not be required to participate in any training, and will receive their job responsibilities from their supervising teacher or team leader.

*Information supplied by Marie Montalbano and A. Marie Hartwell, semiprofessional trainees, and Dr. Lionel Meno, Assistant Superintendent for Instruction at Liverpool and author of this Title I proposal.

APPENDIX I

SAMPLES OF QUESTIONNAIRES

FOR DETERMINING AIDES' TRAINING NEEDS

I-1 - SPRING SEMESTER ELECTIVES

I-2 - SPRING SEMESTER COURSE IN DEVELOPING SKILLS IN READING INSTRUCTION

I-3 - SPRING SEMESTER COURSE IN DEVELOPING SKILLS IN THE AREA OF AUDIO-VISUAL MATERIALS

(Referred to on page 15)

APPENDIX I-1

Semiprofessional Training Program
Spring Semester - 1968-69

During the spring semester, participating semiprofessionals may opt to either take college courses at an area institution (project funds will again be available to pay up to three credit hours tuition) or enroll in one or more electives. Semiprofessionals may do both, but they must take at least one elective if not enrolled at an area institution.

The spring semester will encompass February through May. Presently, facilities are being arranged, instructors are being hired, and courses are being developed. The maximum length of any elective will be six weekly two-hour sessions (twelve clock hours). A more complete calendar indicating class nights, instructors, and detailed course descriptions will be distributed in January. In accordance with trainee choices of last September, the following courses are being developed:

I. Audio-Visual -- A survey is now being conducted of those trainees who indicated interest in this area last September. Two separate courses are being contemplated:

A. A supplementary course as a follow-up of last year's foundation efforts. The emphasis would be placed on audio.

B. An advanced course dealing with production (making slides, Diazo's,etc.).

II. Child Development (advanced) -- Building on last year's course, the focus will be advanced principles of psychological development and problems of adjustment during childhood.

III. Clerical Skills (by appointment only) -- An instructor will come to your school, at your convenience, to assist you in developing the clerical skills you consider necessary.

IV. Discussion Groups -- Idea swapping among trainees plus an opportunity to discuss some controversial topics in education.

V. Elementary Package (trainees need attend only those sessions of interest to them) -- This series of action-oriented sessions will include recreation, room decoration, music, arts & crafts, etc.

VI. Personal and Interpersonal Learning Experience -- Designed to enable participants to translate theory about interpersonal process and human relations in groups into personal terms and to examine their own behavior as it influences others..

VII. Reading -- A survey is now being completed of those trainees who indicated reading as an elective they would be interested in. Developing specific skills in reading instruction will be the core of this course.

Semiprofessional Training Project
717 MIDTOWN PLAZA • SYRACUSE, NEW YORK 13210 • PHONE 315 475-4176

NICK F. MUTO
Project Director
JOSEPH L. VIANESE
Program Coordinator
LAWRENCE O. REINER
Field Coordinator

APPENDIX I- 2

November 15, 1968

You have indicated an interest in developing skills in reading instruction. We would like to help you to more effectively assist the teacher in this area. We are in the process of hiring a reading consultant who will meet with you to help you develop these skills.

Before we can formulate our plans, we must know your particular needs:

1. Are you still interested in developing skills in reading instruction?

   Yes_____No_____

2. Are you presently involved in reading instruction?

   Yes_____No_____

   If Yes:

   a) At what grade level? ________

   b) With how many children do you usually work? (only dealing with reading) ________

   c) How much time per week? ________

   If No:

   a) What grade level would you like to learn most about? ________

3. If you now are teaching reading, what specifically do you do with the children? (describe in detail)

*** 4. We want to relate this instructional experience directly to your needs, Therefore, please indicate what SPECIFIC SKILLS you would like to develop (such as teaching vocabulary, comprehension; use of A-V materials, SRA, ITA, workbooks, etc.)

Please respond to these questions and return this form to us as soon as possible so we can formulate the program.

Sincerely,

Paul Krouner

Paul Krouner
Field Representative

mif
Enclosure

Semiprofessional Training Project
717 MIDTOWN PLAZA • SYRACUSE, NEW YORK 13210 • PHONE 315 475-4176

NICK F. MUTO
Project Director
JOSEPH L. VIANESE
Program Coordinator
LAWRENCE O. REINER
Field Coordinator

APPENDIX I- 3

December 3, 1968

As indicated by your response to the September questionnaire, you are interested in further instruction in the area of audio-visual materials.

The comments of some have further indicated that work with audio equipment would be desirable. Because we feel that it may be important to you to develop your skills beyond what you are required to do at the present time, we would like to have you indicate whether you would be interested in being involved in a seminar series on materials preparation.

Such a seminar would include developing skills in:

- slide copying
- Diazo Transparencies
- dry mounting
- lettering
- filmstrip production
- laminating

Are you interested in attending a seminar on audio equipment?
(approximately 6 to 9 hours in seminar attendance, 3 hours per seminar) Yes____No____

Are you interested in attending a seminar in materials preparation?
(approximately 9 to 12 hours in seminar attendance, 3 hours per seminar) Yes____No____

-- You may check both --

Sincerely,

Lawrence O. Reiner

Lawrence O. Reiner
Field Coordinator

APPENDIX J

RECOMMENDATIONS BY LIBRARIANS
OF FAYETTEVILLE-MANLIUS
CONCERNING
LIBRARY AIDES

(Referred to on page 18)

December 18, 1968

From: Librarians in the Fayetteville-Manlius Central School District

Re: Library Aides

At the November district meeting of Librarians, we discussed the status of library aides. We agreed that because of the specialized training required for library aides, they be given compensatory consideration.

1. Library aides were required to take a library training course before the opening of school, September, 1967.

2. Library aides are involved in advanced courses in ECCO program, in fields of library science and education.

3. Library aides are further trained in particular library techniques by the librarians they work for.

4. Because of the specialized, on-the-job training which takes a full year, we want to give them an incentive to return to their job.

Therefore, we would like to submit the following recommendations:

1. That a salary schedule be set up for library aides in our district:
   a) based on experience and years in our system.
   b) based on efforts to improve themselves. (i.e., taking courses)

2. That library aides be allowed "fringe benefits," such as:
   a) sick leave
   b) health insurance

3. That each library in our district have a full time aide.

APPENDIX K

SAMPLE DIALOGUE
FROM THE
SYRACUSE AREA TEAM REPORT,

NEW YORK STATE CONFERENCE ON
AUXILIARY PERSONNEL IN EDUCATION,
DECEMBER 11-13, 1967

(Referred to on page 28)

Sample Dialogue from the Syracuse Area Team Report
New York State Conference on Auxiliary Personnel in Education
December 11-13, 1967

Texas representative: Just how do you define "teacher assistant?"

Group consensus: Currently this role is vaguely defined.

Secondary assistant principal: Although the position is generally undefined, it is especially vague at the secondary level. We're strapped by the legal question of "How much can they do?" We have a printer working for us - he assists the industrial arts teacher. We'd like to see more of this. In rural areas, my question is, "How do you get them."

Semiprofessional Training Project Director: You have one such situation? Why not jump in, hire others?

Secondary Principal: Well, I'm not sure - what background is needed - how much science, English.

Assistant Superintendent: In our schools, aides are used almost totally on a clerical level. I'd like to see science technicians, but we just haven't gotten them. However, I'd like to see fuzzy definitions so there can be more creative thinking!

Project Director: Perhaps an answer is avoiding certification.

Auburn Community College: If you need training - design a program (6 months, one year, etc.). Submit it to the college. We'll even utilize field experience, i.e., for your science technicians.

Onondaga Community College: What about a degree? What are the mechanics? When work is done off campus, how do you justify or define a degree?

Auburn Community College: No problem. Bring it in under one now in existence - most logically the A.A.S.

Assistant Superintendent: We're not gun shy in developing a program but we're confronted by problems - teachers who can no longer hide behind books - they'll be forced to get where the action is. The same is true of the colleges - more action means more effort.

SUNY Professor: This leads me to another problem - the challenge of the team approach. How can we educate people to realize that they can work at the same level but with different competencies?

Vice Principal - Elementary: The problem here is the professional - the threat of the second adult intellect. We have to bring into the schools people that are effective; talent not college credits are what we need.

Trainee: I found in business you're able to work along according to your capacity but in education you need a 4-year degree to be heard, to be allowed to participate.

Assistant Principal: We've got to sell these ideas to the boards - but they'll demand aides bring something to the school - a high school diploma?

Vice Principal: How related is this to education? People have inherent qualities - I'm impressed by people not by paper credentials.

Teacher: Along this line, we can't merely create jobs. People must bring to kids some beneficial qualities so that the educational establishment be improved. I think we should be conscious of our poverty areas, the people at the very bottom. But for everyone, we should realize there is often disparity between college training and the real world - there are many routes up the career ladder.

Project Director: Well, where do we move from here?

Board Member: We need a two-prong approach:

1) area study → general program
2) district study → individual program

Assistant Superintendent: You're funded for three years - what happens when you phase out? Another agency from the State Education Department could take over; we'd prefer not. We like you people! (Semiprofessional Training Project)

Auburn Community College: We could establish a program following the Bank Street model.

Assistant Superintendent: This is only one model - we could fall into the same old rut - schools don't want a "canned program."

Auburn Community College: Perhaps most important is an advisory group working with districts, assessing needs, developing programs.

SUNY Professor: The colleges - all of us - have to be aware. We need information before structures can evolve. I see the Semiprofessional Project as disseminating this information.

LeMoyne College Professor: I'd like to recommend bringing this group together again. It's a shame to let it rest here - we've established an excellent atmosphere. It should be continued.

Project Director: Right, we as a group have had real communication - we should work together.

Junior College President: I don't see your (Semiprofessional Training Project) group as being phased out - you have rapport with the colleges, the administrators, the teachers, the trainees, they know you. You should serve as an advisory group.

SUNY Professor: I suggest following Breese's recommendation; that we continue to meet as a group; to discuss and confront problems. We can evolve from here. A meeting can be set up at Oswego whenever all of us can get together.

APPENDIX M

INFORMATION ABOUT OR COPIES OF INSTRUMENTS, SURVEYS, QUESTIONNAIRES, PROGRESS REPORTS, CONFERENCE RESULTS, OR OTHER PERTINENT PUBLICATIONS ARE AVAILABLE AT :

Semiprofessional Training Project
717 Midtown Plaza
Syracuse, New York 13210
Phone: 315 - 475-4176

SUPPLEMENT

Excerpts from a sampling of letters received indicate the outreach of the Project, its impact, and reactions to the various services provided. Many of the writers received assistance in expanding their existing programs, in initiating new programs, and in refining their educational goals.

Dr. Burton G. Andreas, Director, Instructional Research Program, Eastern Regional Institute for Education, Syracuse, New York

> "Congratulations on a lively workshop on Monday evening. . . .I feel that our cooperation in working with the trainees is going well. I look forward to continuing cooperation with you in this effort."

Mr. E.J. Bass, Director, School Service Center, Florida State University, Tallahassee, Florida

> "Thank you for sending the materials that I requested. After reading the materials, I became quite interested in the training programs and the evaluation procedures that are mentioned."

Dr. Garda W. Bowman, Program and Research Coordinator, Bank Street College of Education, New York, New York

> "My heartfelt thanks to you, your lovely wife, and your faithful crew of able assistants! You are indeed a delightful host and you made my short visit in Syracuse truly memorable.
>
> When I saw all the amazing progress you had made in such a relatively short time, I felt strongly that you should build upon the momentum you have created in terms of the two apparent needs in your area and in many parts of the country, for that matter: 1) the need for a career ladder, and 2) the need for a new approach to the teacher role in institutions of higher learning which have the main responsibility for the preparation of new teachers.
>
> It would seem to me that your exciting plans for working with administrators, teachers and auxiliaries next year would have great meaning, not only for inservice programs, but for the preparation of teachers and administrators in institutions of higher learning."

Ms. Barbara Braden, Supervisor in Education, The Commonwealth of Massachusetts, Boston, Massachusetts

> "Would it be possible for you to send me a set of the materials you use in your program?
>
> May I also commend you on your excellent presentation at the Bank Street College Conference."

Sister Mary Rosalie Brady, O.S.F.,President, Maria Regina College, Syracuse, New York

> "We would be pleased if you would join our Board. Your knowledge of occupational training, paraprofessional programs, and your interest in education in general will strengthen the Board. Our College could only benefit from your presence on the Board."

Dr. Richard Coss, Department of the Army, Office of the Adjutant General, Washington, D.C.

> "I certainly enjoyed reading about your very excellent project. The materials you sent indicate to me that what you are doing is extremely worthwhile."

Mr. Warren W. Currier, Assistant Director, Finger Lakes Region Supplementary Education Center, Homer, New York

> "Many, many thanks for the cooperation that you gave us in the paraprofessional conference in Groton last Thursday night. It was good of you to make the presentation and particularly generous of you to lead the discussion group."

Mr. Joseph C. DeVita, Principal, Benjamin Franklin Middle School, South Norwalk, Connecticut

> "My good friend, Professor John Lindlof, from the University of Maine had some fine remarks to make about the panel you conducted at the Bank Street Conference -- Congratulations."

Miss Mary Lou Dickinson, Director of Elementary Education, Fayetteville-Manlius Schools, Manlius, New York

> "Just a quick note of congratulations on the Semiprofessional Training Project's workshop last evening. You and your staff should be commended for the smoothly run event."

Dr. John Carr Duff, Professor Emeritus, New York University, New York, New York

> "I can't remember any three days when I met and talked with so many interesting and congenial people. I have the assurance that if I had managed to talk with more of the trainees, I'd have found them equally enthusiastic and equally pleased with the services you offer through STP."

Mr. Charles A. Ebetino, Curriculum Specialist, Capital District Regional Supplementary Educational Center, Albany, New York

> ". . . we discussed the possibility of sponsoring a conference day on the use of semiprofessionals, teacher aides, and volunteers in the school program. Our visit was rather short but it appears that many of the things that you have been doing in this area would be of help to educators in the capital district region."

Dr. Earle E. Flatt, Administrator, The University of the State of New York, The State Education Department, Albany, New York

> "The success of such a meeting depends upon the unselfish efforts of many people. Needless to say, your efforts contributed to the recommendations for guidelines which were, of course, one of the desired outcomes of the Conference."

Dr. Arnold Glovinsky, Director, The Paraprofessional Study, Detroit, Michigan

> "I would appreciate receiving information about your Project, especially that information which relates to the kinds of jobs your trainees will fill. In addition, it would be helpful if you have printed information concerning the recruitment, selection, training, role definition, and placement of your semiprofessionals."

Dr. Paul M. Halverson, Chairman, Department of Curriculum and Teaching, The University of Georgia, Athens, Georgia

> "Thanks for the progress reports on the project which seems to be going very well. You certainly have mobilized a fine group and I congratulate you on your interest in generating some models and research. Keep me posted."

Mr. Jack Hanssel, Assistant Director, Project Innovation, Williamsville, New York

> "I want to thank you for your excellent presentation on Thursday, November 7, at Leisureland. From the comments I have heard, your talk was well received by the participants.
>
> Thank you again for taking time out to spend a morning with us."

Miss Sandy Hudson, Coordinator, Project Change, North Central Texas Center for Educational Services, Fort Worth, Texas

> "We would appreciate very much any information you can provide relative to your findings concerning the use of aides in your project."

Dr. Adena Joy, Consultant, In-service Training, E.S.E.A., Berkeley Unified School District, Berkeley, California

> "I remember with pleasure meeting and talking with you at Bank Street. . . .we are developing a district-wide in-service program which will include that type of experience -- but called 'collaborative problem solving.' . . .I liked very much your philosophy and feel that it could be valuable to us as we try to develop a philosophy in our district. . . .I hope all is progressing well in your program, and, that some time and place we have more opportunity to share ideas and experiences."

Mr. Henry J. Kalfas, Administrative Intern, Board of Education, Niagara Falls, New York

> "The recent issue carried an entire section on the topic of training semiprofessionals. As Dr. Harnack used to say,'Why invent the wheel all over again when someone else has a good start on it.' Would it be possible to have a copy of Dr. Muto's program for this training project?"

Dr. Robert H. Kite, Senior Director of Secondary Curriculum, The Board of Public Instruction, West Palm Beach, Florida

> "Thank you very much for the materials. They are very interesting and appear to have potential in making a significant contribution in the field of education."

Dr. Donald M. Lammers, Assistant to the Staff Director, Special Projects, Syracuse City School District, Syracuse, New York

> "On behalf of all the teacher aides in the Syracuse City Schools, I want to thank you for the assistance you have given to our district-wide pre-service and in-service training programs this year."

Dr. Richard W. Levardsen, Consultant, E.S.E.A., Title III, The State Education Department, Albany, New York

> "I was very interested in your Semiprofessional Training Project and feel that it is a most desirable and exemplary Title III Project. . . . your leadership and enthusiasm are key factors in the success of your program."

Mrs. Barbara Mahood, Librarian, Stonehedge Elementary School, Camillus, New York

> "The library aides and I want to thank you and your staff for the continued assistance given us over the past year. We have benefitted greatly from your research, suggestions, and reports on staffing."

Mrs. Jane Miller, Teacher Aide, Martin Luther King, Jr. Elementary School, Syracuse, New York

> "Working as an aide makes me feel like somebody. For the first time in my life, I feel like I'm doing something worthwhile. With my family obligations I often felt as if my life had stopped, but being an aide opened new interests for me."

Mrs. Minnie Palladino, Trainee, Allen Road Elementary School, North Syracuse Central School District, North Syracuse, New York

> "This is my third year as a teacher aide in the North Syracuse Central School District and my second year as a trainee in the ECCO program. I have not missed a session or workshop since the starting of the Project in November 1967."

Miss Alice Quinn, Audio-Visual Director, R. L. Thomas High School Webster, New York

> "I was certainly impressed by the detail of your project materials and by the fact that you seem to have thought of EVERYTHING in your planning."

Mrs. Ruth Amsden Raimon, Regional Training Officer, Project Head Start, Cornell University, Ithaca, New York

> "We wish to extend to you our appreciation of the presentation you made at our training seminar for Project Head Start last week in Syracuse. . . .The information and the techniques which you gave us should be useful to the trainees who attended the session and the trainees with whom they will work.
>
> Thank you so much for coming."

Mrs. Eugene Rockwell, Vice-President, Onondaga County Association of School Office Personnel, LaFayette Central School, LaFayette, New York

> "I do want to tell you how much we appreciated your visit to the Onondaga County Association of Education Secretaries. We were glad for a chance to air our questions and thoughts, and thank you for your clear answers."

Mr. Daniel Simon, Project Director, School City of East Chicago, East Chicago, Indiana

> "Thank you for your thoughtfulness in sending on the information. We like it."

Dr. David G. Simpfer, Assistant Professor, The University of Rochester, Rochester, New York

> "Thank you so much for your willingness to take time and to offer your assistance the other day when we talked about your training project and about paraprofessionals in general."

Mr. Wendell H. Simpson, District Superintendent of Schools, The State Education Department, Pulaski, New York

> "Please accept this letter as a belated 'Thank You' for an excellent presentation of the subject of semiprofessional training project at Fulton."

Dr. William W. Wayson, Principal, Martin Luther King, Jr., Elementary School, Syracuse, New York

> "I wish to thank you for providing such a fine program for the teacher aides in our building. I hope that we can continue the association next year, perhaps with even closer cooperation from the principal, and that we can expand this project."

Mr. Alan H. Wheeler, State University College, Oneonta, New York

> "Excuse my enthusiasm, but I have recently returned from my first seminar meeting with my group of semiprofessionals. They are a delight!"

Semiprofessional Training Project
717 MIDTOWN PLAZA • SYRACUSE, NEW YORK 13210 • PHONE 315 475-4176

PROGRESS REPORT

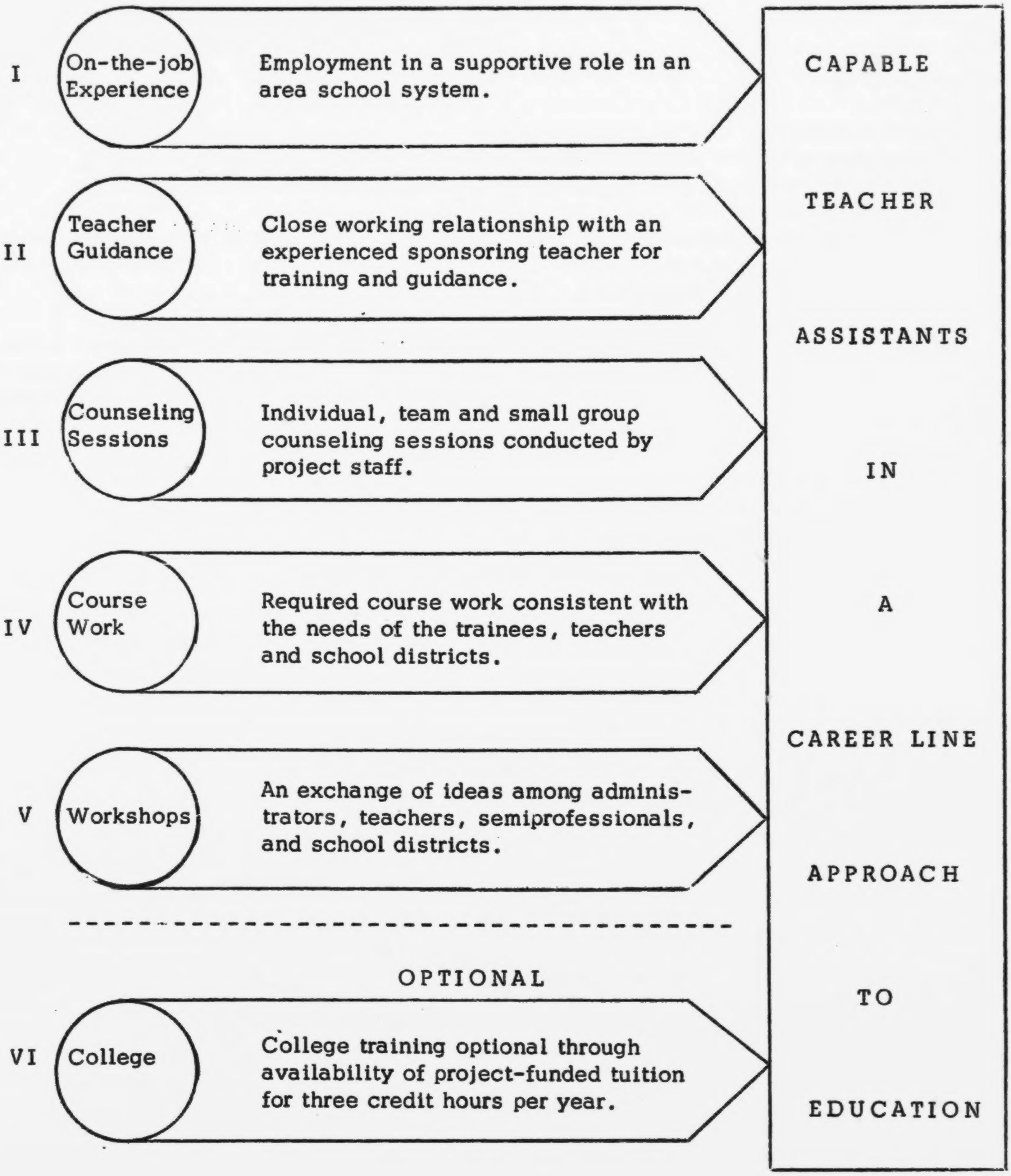
June, 1968 - December, 1968

INTRODUCTION

As educators have become increasingly aware of the manifold materials available to teachers and programs contributory to better teaching, they have begun to face the necessity of providing aid to teachers for their implementation of new approaches. The movement around the country towards providing more semiprofessional assistance has increased so rapidly that new areas for effective use of semiprofessionals needed study. It is to this question that the Semiprofessional Training Project has addressed itself. For the purpose of improving learning through more effective use of personnel, the Project has established a career line approach to the development of teacher assistant capability. This is a five-channel approach, graphically illustrated and described on the following pages. In conjunction with the basic program, the Project has explored the idea of utilization of semiprofessionals; has acted as consultant to schools in the implementation of a semiprofessional program; has provided individual, team and group guidance for teachers and aides; and has developed methods for evaluation of individual and school programs.

Particularly, the project has attempted to encourage cooperation between its staff and area school districts, for the Project should be considered successful only if, at its conclusion, the school districts are able to take over the responsibility of training and utilizing their semiprofessionals to mutual advantage.

SEMIPROFESSIONAL TRAINING PROJECT'S FIVE CHANNEL PROGRAM



	Program	Method	Goal
I	On-the-job Experience	Employment in a supportive role in an area school system.	CAPABLE TEACHER ASSISTANTS IN A CAREER LINE APPROACH TO EDUCATION
II	Teacher Guidance	Close working relationship with an experienced sponsoring teacher for training and guidance.	
III	Counseling Sessions	Individual, team and small group counseling sessions conducted by project staff.	
IV	Course Work	Required course work consistent with the needs of the trainees, teachers and school districts.	
V	Workshops	An exchange of ideas among administrators, teachers, semiprofessionals, and school districts.	
		OPTIONAL	
VI	College	College training optional through availability of project-funded tuition for three credit hours per year.	

I ON-THE-JOB EXPERIENCE

The ninety-nine trainees initially enrolled in the Project in the fall of 1967 were already on the job in fifteen school districts throughout Onondaga and Oswego Counties. They fulfill a myriad of functions, many aides performing several diversified duties in any one day.

For realization of just what functions are covered by aides, a list is provided:

classroom	25
clerical	24
library	22
monitor (hall, cafeteria, playground, etc.)	21
IPI (individualized prescribed instruction)	9
audio-visual	9
nurse's aide	4
guidance	4
chief aide	2
test administration and recording	2
teacher relief or substitute	2
social worker aide	1
study center aide	1
homework correction	1
supplies	1

With an attrition of twenty-nine aides and two districts plus an enrollment of five new trainees, there are currently thirteen districts and seventy-five trainees now enrolled.

For purposes of information, the reasons for attrition are:

family obligations and problems	8
transfer from area	4
refusal of the district to allow utilization of training	4
no reason given	3
changed mind before initiation of program	1

obtainment of a position in a public library	1
illness	1
personal	1
auto accident	1
enrollment full-time college student	1
conflict on Monday class night	1
elimination of teacher aide positions by the district	1
acquisition of sufficient training	1
obtainment of position as full-time school secretary	1
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II TEACHER GUIDANCE

Although one of the cornerstones to successful utilization of semiprofessionals is the relationship with the professional, perhaps the weakest channel of the Project has been this component. Close working relationships with experienced teachers have been wanting, partially because of the haste in which the Project was implemented. The meaning of sponsorship was, in some cases, not adequately described by the Project staff. Also, studies by the Project staff on the relationship between teachers and aides are not completely valid because sponsorship had often already been delegated by the principal. Consequently, some mismatching of personnel has caused deterioration of relationships. Nevertheless, through the Project more teachers are aware of the needs of supportive personnel and have become more receptive to their place in the system.

III COUNSELING SESSIONS

A major function of staff personnel has been to visit those schools with participating semiprofessionals employed. Through appointments with the aides, their sponsor teachers, the supervisors, and administrators, liaison is established between all participants and the Project. Thus, through regular personal contact, Project personnel are kept informed of the needs of the semiprofessionals and their schools; in turn, school personnel are kept informed of Project activities and are provided with resources and consultant help.

Areas in which visits provide pertinent assistance include:

establishment of improved communication between and amongst semiprofessionals, teachers, supervisors, and administrators.

implementation of in-service training for professionals and semiprofessionals by local school districts.

building of better communication amongst participating school districts - in sharing innovative practices and problem-solving techniques.

aid in improved use of existing facilities, e.g., technological assistance in audio-visual instruction, library skills, etc.

provision of project research findings for reference by school districts in their utilization of semiprofessionals.

Such counseling services by staff personnel have thus far been the strongpoint of the Project. It is often through frequent visits that problems have been recognized and dealt with, that sponsor teachers and their aides have come to understanding of one another's roles in the joint effort, and that supervisory personnel have come to recognize their role in the establishment of an environment conducive to more effective utilization of the semiprofessional. Naturally, there is still progress to be made in some situations, but generally it is agreed that the personal touch of an interested staff representative has enhanced the institutionalizing of auxiliary personnel.

IV COURSE WORK

Fall Semester Training, 1968-69

The "American School"

The course being taught to participating semiprofessionals during the fall semester of this year was designed to familiarize them with the educational system in which they find themselves working. This course, the "American School," is designed to offer background in the history, philosophy psychological foundations, and sociology of education. The eighteen clock hours are divided into five two-hour large group presentations, alternating with four two-hour small group seminars.

The large group instruction is held at Liverpool High School on the first Mondays of each month. Mr. Alan H. Wheeler, associate professor of education at State University of New York at Oneonta, and Dr. Richard W. Ford, independent consultant for education development, are the instructors. The seminars are held on the third Mondays at scattered sites: Croton School in Syracuse, Jamesville-DeWitt High School, Liverpool High School, Bear Road School in North Syracuse, Pulaski Central School, and Westhill High School. The number of sites allow the average seminar to number twelve trainees, and the scattering offers geographic convenience. The discussion leaders of these six seminars are Wheeler; Ford; Donald Herring and Paul McGhee of the Study Council of the School of Education at Syracuse University; Warren Moore, graduate student at State University of New York at Oswego; and Robert Giambattista, director of adult education and psychologist of North Syracuse Public Schools and instructor at Auburn Community College.

Spring Semester, 1968-69

Electives

During the spring semester, participating semiprofessionals may opt to either take college courses at any area institution or enroll in one or more electives. They may do both, but they must take at least one elective if not enrolled at an area institution.

Courses now being developed for the up-coming semester are advanced child development, advanced audio-visual education, reading, sensitivity training, open seminars, and an elementary "package" of recreation, arts and crafts, music, bulletin boards, etc. Individual clerical training by appointment is also being planned.

V WORKSHOPS

A workshop was held November 4 at Liverpool High School for approximately 150 sponsor teachers, aides, and administrators, with Dr. Arnold Glovinsky of Detroit, Michigan as speaker. Dr. Glovinsky had conducted a study concerning paraprofessionals in education and was here to inform Project participants of the results of his study, which presents forty recommendations and identifies twenty-six types of paraprofessionals.

Glovinsky's identification of paraprofessionals referred to the entire gamut of roles played by auxiliary personnel - from classroom aide and audio-visual technician on through library aide, speech correction aide, and high school theme reader. He indicated such role identification as the first step to be taken prior to task identification and curriculum design for training of paraprofessionals.

He further presented five hypothetical classroom "discipline" situations for discussion - philosophically and pragmatically.

Dr. Glovinsky was an accomplished speaker, and feedback to the Project has indicated a definitely positive response by the participants in the workshop.

VI COLLEGE (OPTIONAL)

Project monies will again be available this spring to cover tuition for three credit hours at area institutions. Thirty-eight trainees have taken advantage of previous tuition offers, but many are concerned with the amount of time involved in receiving a degree. Therefore, considerable thought and planning are being given to accreditation for on-the-job experience, the Project training program, practicum, and other feasible short term credential goals.

An example of a college offering credit based on the aforementioned criteria is Maria Regina. This program allows six credit hours as practicum credit for participation in Phase I of the Project program. At present they are giving three credit hours for the "American School" course and three credit hours practicum for Phase II. Thus, any participant who wishes to petition for credit can receive a total of twelve credit hours. A minimal fee of $2.00 per credit is charged, as design, teaching, and supervision of the college credit work to date have been handled entirely by the Project staff and contracted personnel. A fifteen-hour certificate and thirty-hour certificate have also been designed to encourage trainee participation leading to an A.A.S. degree.

PHASE-OUT PROCESS

The Project was never designed to be a permanent fixture of Onondaga and Oswego Counties but rather a temporary agent for innovation and a resource center for implementation by the local school districts. Therefore, considerable thought and action have been devoted to the Project's fulfillment of its purpose of having school districts take over the job of training semiprofessionals.

The process has been divided into three phases to span three years:

Phase I, or first year - Experimental, being devoted to experimentation, trial and error, development, etc.

Phase II, or second year - "Polishing," being engaged in change, redirection, etc., and

Phase III, or third year - Maintenance, supervising the programs designed by the Project and insuring adequate implementation by the school districts.

At the present time, the program is on schedule, with several school districts already having instituted in-service training programs for their sponsor teachers and aides. For example, North Syracuse has had such an adult education program in semiprofessional training since February of 1968, with a current enrollment of sixty-four. Now being offered are courses in audio-visual education, library training, elementary education, and special education.

Liverpool started its teacher aide program this fall semester with approximately fifteen clock hours of training in a broad-base course - A-V, library, classroom, clerical, and nurse's aide.

Three other districts are in the process of deciding how or whether to implement such a program or are in the actual planning stages. West Genesee is contemplating having its program start in September of 1969; Syracuse is planning now for the spring semester; and East Syracuse-Minoa is contemplating the installation of a program for the spring semester.

It is the hope of the Project that more school districts will begin to assume the responsibility for training their own auxiliary personnel. Each district knows what it expects of its aides and can, with Project assistance, set up a program through which the aides receive the training deemed necessary by the district.

Consultant Services

Within the two counties there are schools which have aides employed who are not part of the Semiprofessional Training Project. Since it is not the intention of the Project to limit its resources to those schools participating in the Project, consultant services have been rendered to many non-participating schools. Through the initiative of Project personnel and receptiveness of supervisory school personnel, visits have been made for the purpose of sharing the knowledge about the scope of semiprofessional utilization gained through the Project's work with the participating schools.

The purpose of such visits has been to provide additional facets of insight and experience for supervisors' consideration. For example, at Merrick Elementary in the Syracuse City School District, staff representatives appraised the present teacher aide program and made recommendations for more effective future expansion and utilization of aides. At Sumner Elementary in Syracuse, they counseled newly-hired aides on their place in the school, oriented them as to what aides can do to more effectively assist the professionals, and trained them in development of specific skills, particularly in use of a-v equipment. Staff representatives visited the already established resource center at Stonehedge Elementary in the West Genesee School District to advise them on techniques of operation and more effective utilization of personnel.

The focus of the Project in the future is to continue to furnish materials and assistance upon request of both participating and non-participating schools. It is the desire of the Project to be of as much assistance as possible to any schools in the entire area which presently have or eventually plan to have semiprofessionals. Much has been learned during the existence of the Project about the role of the semiprofessional, and such knowledge should be shared by all concerned with the employment and utilization of auxiliary personnel. The Project, in its program for phase-out, is addressing itself to this end and is consequently expanding its role as consultant.